

Lyman Hall Climate Plan 2014-2015

<p>Objective</p> <ul style="list-style-type: none"> • Goal Statement (Including sub-goals) 	<p>Increase percentage of ally behaviors in school.</p>		
<ul style="list-style-type: none"> • Definition of the Need 	<p>School climate data showed that the student body identified themselves as “unsure” if they were mean or had been mean. This uncertainty regarding positive school climate and interactions defines the need to model and promote positive student to student, staff to staff and staff to student interactions. Parent feedback from the Spring 2014 survey shows that they feel students in the building are friendly “most of the time” (72.22%).</p>		
<ul style="list-style-type: none"> • Measures of Current Status • Measures of Future Success 	<p>According to the survey completed Spring 2014, 32.13% of parents noted that they have seen or heard students being treated unfairly (due to physical appearance, race, gender, sexual orientation, disability, academic level/achievement).</p> <p>Follow up survey to be completed 2014-2015 school year</p>		
<p>Strategy</p> <ul style="list-style-type: none"> • Rationale (How it should work and why) 	<p>In 2013 Lyman Hall began the training process for PBIS. Through the training we have established clear behavioral expectations which will be paired with the current reinforcement system. We believe that providing ongoing, consistent positive reinforcement by staff of pro-social behaviors and integration of the Lyman Hall High School behavioral expectations will foster increased ally behavior among the students. Staff will present PRIDE in advisory. Feathers will be distributed to students who can then submit them for a drawing for items including gift cards. Staff will receive clear direction and examples of possible reasons for recognition. Data will be collected on the number of students receiving feathers.</p>		
<p>Tasks</p>		Who	When
<p>Kindness and tolerance</p>	Construct posters to promote tolerance.	Mr. Bryant;	2014/2015

posters		Humanities classes	school year
Engage students and staff	Contact club advisors to engage students to support the program.	Kristina Coppola	Fall 2014
Program kick-off	Kick-off during lunch waves/assemblies/advisories.	PRIDE committee	Fall 2014

Lyman Hall Climate Plan 2014-2015

<p>Objective</p> <ul style="list-style-type: none"> • Goal Statement (Including sub-goals) 	<p>Increase opportunities for shared leadership.</p>		
<ul style="list-style-type: none"> • Definition of the Need 	<p>Based on feedback from the November 2011 survey and interviews conducted in the spring of 2012, teachers indicated a desire for more involvement in decision making.</p>		
<ul style="list-style-type: none"> • Measures of Current Status • Measures of Future Success 	<p>In an effort to increase opportunities for shared leadership, faculty and staff have been and continue to be invited to participate on various committees; however, initial data suggests that faculty participation has declined. Only 74% of faculty and staff surveyed indicated that they feel connected to the school community and that their contributions are valued and important compared to 81% from the previous survey.</p> <p>Follow-up survey in the Spring of 2015</p>		
<p>Strategy</p> <ul style="list-style-type: none"> • Rationale <i>(How it should work and why)</i> 	<p>In order to continue addressing concerns revealed in the November 2011 survey and a follow-up survey conducted in the Fall of 2014, the tasks below were created/modified. These tasks should be successful because they directly relate to areas of need revealed by the two surveys. By providing opportunities for shared leadership, teachers will feel that their contributions are valued and important.</p>		
<p>Tasks</p>		<p>Who</p>	<p>When</p>

Remind staff of support systems within the school	Develop a list of teachers who will mentor at-risk students.	SAT	Currently being created
Remind staff of support systems within the school	Provide teachers with information and description of roles for all PPS personnel.	Dave Bryant	September 2014
Provide more training, support, and materials to adequately meet the needs of student sub-groups	Establish a teacher leadership committee to investigate support needed for student sub-groups. (Teachers generally feel that they need more support, training, and materials to adequately meet the needs of sub-groups including at-risk, special education, 504, and ELL students.).	Dave Bryant	
Provide clear parameters for student behavioral expectations	Write a statement of integrity to be included in the 2015-2016 student handbook.	Shared leadership sub-committee	April 2015
Provide clear parameters for student behavioral expectations	Teach PRIDE, hang posters, reinforce behavior through feather program	All faculty, staff, and administration	On-going

Lyman Hall Climate Plan 2014-2015

<p>Objective</p> <ul style="list-style-type: none"> • Goal Statement (Including sub-goals) 	<p>Increase student participation in school-wide programs and activities</p> <ul style="list-style-type: none"> • Increase the feeling of welcome and support between different groups of students • Increase the feeling of welcome and support between staff and students • Increase awareness of Lyman Hall High School's core values and beliefs. 		
<ul style="list-style-type: none"> • Definition of the Need 	<p>Student surveys (fall 2012) reveal that students desire greater involvement in school wide decisions</p> <ul style="list-style-type: none"> • 69% of students feel that their peers treat them fairly • 74% of students feel that adults in the building treat them fairly • 67% of students feel that their administrator handles discipline matters fairly • 53% of students feel that their peers are friendly some or none of the time 		
<ul style="list-style-type: none"> • Measures of Current Status • Measures of Future Success 	<p>Survey given to students in November 2012</p> <p>Follow up surveys: Spring 2015</p>		
<p>Strategy</p> <ul style="list-style-type: none"> • Rationale (How it should work and why) 	<p>The school climate committee's strategy is to increase the amount of interaction among students. By providing opportunities for more students to meet together to discuss school-wide issues, we will make students feel more welcomed and included in the school community. This practice will support and promote learning as well as create a more positive social, emotional, ethical and civic development of students.</p>		
<p>Tasks</p>		<p>Who</p>	<p>When</p>
<p>Create a club calendar</p>	<p>Create a monthly calendar that posts the times and locations for each club meeting, which will promote student attendance at club meetings</p>	<p>David Bryant, Cindy</p>	<p>September 2014-June 2015</p>

		Coppolla, club advisors	
Club fair	Each club will have a display set up at lunch to increase student participation in clubs and extracurricular activities.	Student council	September 2014
Communicate with parents/students about clubs/activities	Club calendar will be provided to all students and parents. Calendar will be printed at distributed in advisory as well as emailed to all parents.	David Bryant, Cindy Coppolla	September 2014-June 2015
Use LHHS core values and beliefs to guide and plan activities for the student body at large.	LHHS core values and beliefs is posted throughout building. Advisory activities are designed with this in mind.	PRIDE commitee	September 2014-June 2015
Measure student participation in clubs and activities.	Include questions on student survey that are related to participation in extra-curricular activities.	Climate Committee	Spring 2015